
Appendix D

Glossary of Terms

Academically Gifted—an individual who possesses a specific academic talent in one or more areas, but not necessarily all areas.

Acceleration—the practice of allowing students to progress through the curriculum at a more advanced rate than normal. Grade skipping, specific subject acceleration, honors classes, advanced placement classes and early college entrance may be utilized to accelerate a student's pace in the curriculum.

Advanced Placement—high school classes with a curriculum designed to be at a level comparable to college classes. Students who pass the AP exam are awarded college credit while still in high school.

Cluster Grouping—the practice of placing students of similar abilities in groups for the delivery of instruction in the classroom.

Compacting—the practice of determining a student's advancement through the curriculum by determining current strengths and then placing the student according to need. Compacting is designed to relieve boredom that results from not being challenged and to “buy” the student time to pursue accelerated or enrichment activities.

Comprehensive District Plan—a locally developed plan for gifted education at all grade levels in the district which includes (MCA 20-7-904 and Montana Accreditation Standard 10.55.804):

- identification of talent areas and student selection criteria according to a written program philosophy,
- program description that is internally consistent with the philosophy, identification and definition, which includes stated needs and measurable objectives designed to meet those needs,
- evidence that the activities are appropriate and will serve to achieve the program objectives,
- a curriculum which reflects student needs,
- teacher preparation/staff inservice,
- criteria for formative and summative evaluation,
- supportive services,
- parent involvement.

Concurrent Enrollment—the practice of allowing students to enroll at college while they are still enrolled in high school. Often college credit is allowed to count for graduation requirements from high school.

Distance Learning—the use of satellite or computer network technology in student instruction.

Early Entrance to Kindergarten—allows students to enter kindergarten at an age earlier than normal.

Enrichment—experiences or activities that are above or beyond the regular curriculum. Special assignments, independent research, independent study, or mini-courses may be utilized.

Grade Skipping—the practice of placing high-ability students a full grade level above their chronological placement.

Honors Classes—high-level classes taught at the high school to students who are placed in homogeneous groups of high-ability students.

Independent Study—a planned approach in which students employ research techniques, assimilate information and report on present findings, conclusions and/or solutions in topical areas of personal interest.

Intellectually Gifted—an individual who has high abilities in a variety of areas. This person usually possesses an excellent memory and easily processes new, as well as large, amounts of information.

Mentorships—students work with a person who is an expert in the area of study in order to encourage and nurture the students' abilities and interests. This work may be scheduled outside the class, school or as released time from the regular program.

Multiple Criteria—the uses of more than one source of information when selecting students for participation in programs for the gifted. The use of multiple criteria helps to overcome the limitations and bias of any one source of information and provides greater insight into the potential gifts and talents of individual students and their concomitant needs.

Resource Room/Pull-Out/Send-Out—a designated room reserved for special program activities. Students are pulled-out/sent-out to this room for special programming.

Regular Classroom Plan—the direction of a student's program is determined by modifications being made by regular classroom teachers in regular content areas. Complementary enrichment activities may be a part of this approach.

Self-Contained Classes—the full-time grouping of gifted students for instruction in a class or classes within a school building.